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AUTHOR Alexander, Clara Franklin
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ABSTRACT

In addition to providing a short history of the idea behind and duties of black paraprofessionals in the English classroom, this paper explains how a seven-week skills course was developed to help paraprofessionals develop the necessary Standard English writing and speaking skills, and details many of the excercises used in the course. The paper includes two complete sample reading assignments, a sample assignment to be completed by the paraprofessional, and a 16-item list of suggested writing activities that deal with educational and life situations the paraprofessional may face. The paper concludes that the major obstacle to be overcome in educating paraprofessionals is that of time spent learning and using the new dialect form when the community of the paraprofessional does not encourage it, and when the course and its opportunity for assistance in both speaking and writing lasts a limited time. It calls for concerned educators, linguists, and humanists to research ways of helping black dialect users become bidialectal. (The appendixes contain a speech evaluation sheet, a list of selected behavioral objectives in writing, and a writing assignment evaluation sheet.) (CRH)

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"Helping School Paraprofessionals Develop Additional Communication Styles"

by

Clara Franklin Alexander

Paper presented at the Conference on College Composition and Communication (35th Annual) in New York City on March 29-31, 1984.

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HELPING SCHOOL PARAPROFESSIONALS DEVELOP ADDITIONAL COMMUNICATION STYLES

by

Clara Alexander

> "If I can't make English mistakes in the classroom, which is like learning on the job, when am I supposed to be able to practice standard English?"
>
> A student teacher.

In the late 1960's in the United States, educators and laypersons had finally admitted that the educational system had failed Black Americans. The focal points of integration and compensatory education as ameliorative measures were not only subtly insulting but were also experimental failures.

The Black community urged the development of the concept of community control - that is, that the community itself take responsibility for the education of its own. A groundswell movement was launched to 'decentralize' the educational beaurocracy which controlled the education of Black urban youngsters and to put the control of education into the hands of local communities which could understand the needs of its students.

Many factions jumped onto this bandwagon and one of the outcomes was the concept of community persons working in the classrooms as teacher aides. The underlying theory was two-faceted (depending upon one's frame of reference):

1. Persons from the community could relate to the special needs of Black inner-city undereducated youngsters. They could report unusual problems to the students' parents since they were also friends and neighbors, living in the same community. They could speak the children's language and understood their cultural norms better than outside 'middle class' teachers.

2. Community persons could control those little "jungle bunnies" who didn't know how to behave in school and could also handle those disruptive parents when they came up to the school.

In that climate of the late 60's, various programs were developed to train these community-based classroom helpers, called paraprofessionals. They were given special training in specialized skills and educational ladder programs were developed to offer opportunities for the paraprofessionals to earn college degrees with the ultimate aim of becoming licensed teachers in inner-city classrooms.

While some teachers viewed the paraprofessionals as ultimate threats to their job security, most welcomed the in-classroom help and assistance with students whose culture and values seemed so different from their own. Some of the duties of paraprofessionals in this new program were to:

1. Observe children and report special needs to the teachers.
2. Maintain classroom records of children's performance.
3. Read orally to the class or to groups.
4. Listen to children read orally and record any problems.
5. Work with individuals and groups as indicated by the classroom teachers.
6. Collect and maintain picture files.
7. Correct homework and workbooks.
8. Note weak areas in children's work and report them to teachers.

(Duties of paraprofessionals, continued)

9. Proofread classroom newspapers.
10. Keep records on books children have read.
11. Provide emotional security, guidance, and counsel as community persons, friends, and neighbors to the children.
12. Maintain contact with the families of children who exhibit special problems

One of the state-of-the-art career ladder programs for paraprofessionals was conducted by the School of Education at the University of Massachusetts, Amherst. Its Career Opportunities Program (COP) was operated in several places, including Brooklyn, New York. The goal was to help the participating school paraprofessionals earn degrees so that they could eventually become licensed teachers. When the program was launched, there was a severe teacher shortage and a pronounced shortage of qualified Black teachers.

The director of the COP program became aware very early that while these paraprofessionals were indeed people who understood the problems of poor and Black urban children, they were also people who used a Black English vernacular dialect and who had little control over other oral forms of English. In addition, she noted that they had severely limited writing skills. Naturally, she was concerned about the ability of the paraprofessionals to function effectively as professionals in the future. Fortunately, she also realized that there was little relationship between the types of dialects over which one has control and one's ability to earn a bachelor's degree. but this did not diminish her concern that her paraprofessionals might become classroom teachers without having learned the standard English forms of oral and written communication.

At her request, I developed a special language arts summer program for the paraprofessionals in this University of Massachusetts Program in the summer of 1972. The

program was called, "Communications Skills Methods." All instructors in the program used the materials which I had developed in detailed daily lesson plans for the seven-week program. The content was divided into three two-week modules followed by one week of evaluation. The two communication skills areas on which the program focused were speech and writing. The topics within the skill areas were based on the most common non-standard English features of the speech and writing of my own students at Medgar Evers College.

Some of the instructors in this summer program were faculty from colleges in the New England area but all were very interested in this project even though they may have had limited experience with this type of student. The instructional materials which I prepared for this project were prefaced by the following introduction:

> "Man has many ways of communicating. In this course, we shall concern ourselves with the verbal aspects (rather than non-verbal). Differences in environment and experience create differences in styles of communication. In our efforts to provide our students with the tools needed to make meaningful contributions to our society and to compete in that society, we must be ever-mindful of the need to communicate. Just as French at one times was the universal language of the world communities, standard English is the national language of our nation's communities. Many of the students you will teach are highly skilled in communicating non-verbally and in non-standard English. Our concerns in this course shall include ways of teaching students so that they will become 'bilingual' in oral and written communication."

Each package contained a complete lesson plan for each day of the seven-week course. Many of the activities contained themes related to education in order to retain the paras' interest and to utilize their considerable experiences in the classroom.

The success of this program motivated me seven years later, to develop two courses for the paraprofessional students at Medgar Evers College. The Board of Education of the City of New York encourages its paraprofessionals to take college courses to improve their professional skills in the classroom. Many of the paras find that they like the college experience and continue as part-time students until they earn degrees. Faculty in the Division of Teacher Education, however, have expressed concern regarding the limited communication facility of many of our paraprofessionals. Many were found to be limited to the use of Black English vernacular dialect in their oral and written expression and to be generally unable to fulfill many of the language-related responsibilities outlined on pages 2 and 3 of this paper.

The City University of New York mandated that as of 1978, all entering students must demonstrate competency in reading and writing by earning predetermined scores on a standardized reading test and a student-generated writing sample. Those who do not do so are required to take basic reading and writing courses. The courses developed for the paraprofessionals have been designed to assist them in developing reading competence and control over their written expression but also, they are designed to help them apply these skills in their work in the classroom. Thus, the curriculum is focused on the theme of education.

Both courses - reading and writing - include focus on oral communication. Students are required at times to read material, for example, and to form discussion groups in which they react to what they have read. Each small discussion group is in turn evaluated by the balance of the class according to the "Speech Evaluation Sheet" which contains the criteria toward which we strive. The aims of these oral activities are to provide opportunities for the paraprofessionals to apply what they have learned up to that point about oral presentations, to increase their fluency in using standard English pronunciation, good voice, and clear articulation, and to help them develop ease in speaking to a group. A sample form is in Appendix A.

At times, oral activities include games of the type which the paraprofessionals themselves could use in their own classrooms with their groups. An example is the game, "Tic Tac Toe," a game which provides practice in pronouncing phonemic elements which instructors have found to be particularly troublesome and which are commonly mispronounced. Some examples are

θ and ð

To play "Tic Tac Toe," the class is divided into two teams - an X team and the O team. In order for a team to score its X or O, one of the players must use the word in his/her box in a phrase or sentence, pronouncing it correctly.

thing	birthday	teeth
this	weather	bathe
thumb	bother	with

Activities to develop the students' reading skills are actually integrated into the writing course as well because much of the writing which we do is based on reactions to the writing of someone else. Vocabulary development and comprehension are key components of the reading course. For example, students are taught to identify the topic of a reading selection so that they begin interpreting the written message correctly. They are then taught how to analyze what they have read, and how to use their newly-learned knowledge of word parts to expand their vocabulary. Whenever possible, reading activities are related to the educational experience of the paraprofessionals. Each of these approaches exemplifies what the paraprofessionals are supposed to do in their own work with individuals and groups. The following reading assignment sample illustrates the approach described above.

READING ASSIGNMENT SAMPLE

Directions: Read the following article by Dr. Von Sander, taken from the LD Observer, August-September, 1980. The subject should be of interest to you because many of you work in special education classes.

Now, answer the following questions. Please answer each question in a sentence.

1. What is the topic of Dr. Von Sander's article?

2. What is one advantage of the program being discussed?

3. What is one disadvantage of the program being discussed?

VOCABULARY - Do you know these words?

bonanza	peers	manifest
bust	diversified	disrupt
proponents	conversely	diverted
self-contained	teachers facilitate	inappropriate role models
encompass (es)	harmoniously	
inherent right	support personnel	

1. From the list above, select a prefix which means favor for some person, party, idea, or thing.

_____ from the word _____

2. List two words which are related to harmoniously and which have the same root, or base.

_____ _____

3. Does the principal of your school have a peer? _____

Explain or tell who the peer is in a sentence. _____

_____

From The LD Observer, P. O. Box 237, Wellesley Hills, Massachusetts 02181, Aug-Sept, 1980, p. 2

Mainstreaming: Bonanza or Bust

Dr. Newton von Sander

The current emphasis—since the mid 70s—on mainstreaming is gaining increased attention. The proponents of integration cite numerous advantages for both regular and special education students who attend classes together, as opposed to the long time practice of segregating special needs students in self-contained classes. The issue is no longer one of appropriate and equal educational opportunity; it now encompasses the inherent right to freedom of movement and participation in all aspects of public education made available to the majority of students.

Major Advantages for Both Special Neds and Normal Students

Special needs students benefit from more varied and stimulating academic environments. They have opportunities to interact with peers, engage in diversified team and group learning activities, and select positive role models; there is less of a feeling of isolation and rejection, replaced by one of acceptance.

Conversely, the non-handicapped students broaden their horizons through interaction with a more diversified peer group. They are afforded the opportunity to experience and better appreciate life within the real world. They can both teach and learn from those classmates who struggle to overcome their handicaps.

Teachers facilitate an understanding and tolerance of handicaps, enabling students to interact more comfortably and harmoniously. The environment of the school is less artificial. The ownership for the education of all students is shared.

Critical Problems Arising from Mainstreaming

Many teachers are not trained to deal with special needs students. They often require assistance from special educators and other support personnel. They often experience a sense of failure, of inadequacy when the special needs students do not progress as rapidly as the other students or meet the teacher's level of expectancy.

Special needs students, especially those with manifest behavioral or emotional problems, disrupt the learning process. The teacher's time and energy are diverted from the other students who are distracted. Parents are resentful, often feeling not only that their children will learn less, but act negatively if faced with inappropriate role models.

Safety can become a major issue. There is the question of the degree to which handicapped students can and should participate in various school activities. Further, instances of violence result in physical harm to some students and fear of safety for others.

Differing Views and Committments

Apart from the practical pros and cons associated with mainstreaming, an inherent tension exists in the educational process. It relates directly to differing legislative mandates. Regular education has a general focus; special education has a specific focus. Historically, the bulk of legislation addressing special education has been the outgrowth of, or stimulation by court cases. Increasingly, demands are being placed upon schools to assume increased responsibilities where other agencies and social institutions have failed, including the family unit. These factors taken in combination, dictate the educational process. Monies are diverted from regular education to special education, and a myriad of other services, many of which are viewed as essentially non-educational.

Research Necessary

Presently, we are operating more on the basis of opinion than fact. There is a dearth of information based on studies addressing the impact of mainstreaming. This critical and complex issue merits extensive study.

Newton K.A. von Sander, Ed.D.

Newton von Sander is the Assistant Superintendent of Wellesley Public Schools, Wellesley, MA., in charge of student services and research-evaluation.

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Focus in this paper, however, will be on the writing activities and methods of evaluation which have been helpful in increasing our paraprofessionals' written communication power. In the first week of class, our aim is to find out the backgrounds of the students - their levels of writing competence and their writing experience, for example. This is accomplished through informal and formal means. Students are encouraged to discuss the types of writing which people who are involved in education must do: parents, principals, guidance counselors, teachers, paraprofessionals, custodians, superintendents, school board members, PTA presidents, school secretaries, and the pupils themselves. Records are made of the types of writing which the paraprofessionals think each group does. These records are helpful to the instuctor for planning future lessons. Students are then led into a discussion of the politics and economics of being able to write well and coherently.

Activities are geared toward the elementary school experience as much as possible in order to use the considerable experience of the paraprofessionals. Therefore, before they are required to write the equivalent of a diagnostic writing sample, students are led into a discussion of pre-testing. The paras tell what they know about pre-testing and why the teachers with whom they work do this. We then explain to them that the writing sample which they will do is the equivalent of a pre-test. They are reminded that there is no penalty or reward for performance on a pre-test, so they should not feel nervous or threatened. The teachers then give them a suggested list of provocative topics and theses such as, "Why principals should be given the power to run their schools the way they want," or "Why schools should not test students."

The instructors then analyze the paraprofessionals' writing samples to determine the skills needed by most of the students. Those who have exceptional skill needs (such as difficulty in spelling common words) are referred to the Writing Laboratory for intensive help in that specific area. Lessons are then

designed to meet the writing needs as shown on the diagnostic writing samples. Some of the behavioral objectives developed as a result of determining the needs of the paraprofessionals are listed in Appendix B.

This writing emphasis course, English 015, Writing For Paraprofessionals, includes a module on language awareness. We ascertain the students' attitudes about dialects and whether they understand the sociopolitical and sociolinguistic aspects of dialect usage. Students are taught that there are many dialects of English - social and geographical. They are introduced to various English dialects such as Yiddish, Pennsylvania Dutch, Black American vernacular, and one of the patois or Creole dialects if possible. Finally, we focus on the standard English or 'media' English dialect and teach students the role of a lingua franca in cross-cultural communication. They are led to understand that dialects reflect the communicative styles of speech communities such as families or social groups and finally, identify the speech conventions which are followed according to certain settings. In fact, concomitant aims of this module are to help the paraprofessionals develop higher esteem for their own dialects and for those dialects of their pupils, and to learn when it is appropriate to use which dialects (speech conventions).

The students enjoy this language module and enthusiastically launch into a week-long assignment to select and observe one television news broadcaster. Using our "Speech Evaluation Sheet," they rate their selected newsperson each evening, thus heightening their awareness of oral communication styles, flaws, strengths, and differences. The qualifies on which they focus are voice, pronunciation and articulation, and body communication.

Since most of the writing activities are on the education theme , paraprofessionals are given assignments to write lesson plans. The aim is to provide practice for them in applying their understandings of standard English usage. All lesson plans must be in sentence form and must follow a given

format. For example, after the paraprofessionals have learned how to write business and informal letters, they will be given an assignment similar to the following sample to write a lesson plan to teach informal letter-writing to a particular grade class.

SAMPLE LESSON PLAN ASSIGNMENT

Directions: Using complete sentences, write a lesson plan in which you will teach a group of your children how to write informal letters. Use the following format for your lesson plan.

Each lesson plan should have the following components:

STUDENTS	(Indicate grade or class or subject)
LEARNING OBJECTIVE:	(Tell what skill your students will learn or acquire as a result of your lesson).
MATERIALS:	(Indicate specific materials you will use .)
MOTIVATION:	(Tell how you will motivate your students to want to participate in this lesson).
PROCEDURE:	(Tell step-by-step what you will say and do - in sentence form.)
APPLICATION:	(Tell how you will have your students apply what they have learned. You might indicate work sheets, etc.)
EVALUATION:	(Tell how you will know whether your students learned the skill or concept you plan to teach.)
FOLLOW-UP:	(Indicate what follow-up activities you wish students to do to retain their new skills.)

Write this plan in full sentences. List each activity separately.

One area on which we focus in writing lessons is that of audience. We teach the paraprofessionals that not only are there conventions which we follow in oral communication, depending upon the audience, setting, etc., but in writing, too, we adapt our language and tone according to the audience. The other major factor which we emphasize is helping the

paraprofessionals keep in mind their INTENTIONS. We remind them that the purpose of most writing is not to complete an assignment because the teacher said to, but to influence people in some way and to communicate some thought. Most academic and professional writing is done in response to ideas of others which we have read. We try to give our students opportunities to write with their audience in mind, with their intentions clearly in mind, and many assignments involve reacting to something written by someone else.
The following assignment is typical of a mid-semester activity.

SAMPLE ASSIGNMENT

Article from The New York Times, 1/25/79.

The Community School Boards Association, representing 21 of the city's 32 local school boards, intends to challenge a plan by the School Chancellor that would prohibit school districts in poor and minority-group neighborhoods from hiring their own teachers.

Philip Kaplan, the president of the association and the head of Community School Board 15 in Brooklyn, yesterday called the proposal by Chancellor Frank J. Macchiarola the first step in "eroding the decentralization law."

Mr. Macchiarola said this was not so. A uniform hiring system, he said, is necessary in order to eliminate a "double standard" for teachers that critics have contended has resulted in illiterate teachers finding their way into the public school system.

As part of the decentralization law, school districts whose children fell below the bottom 45 percent rank in reading ability could bypass Civil Service procedures and hire teachers who had passed the National Teacher Examination. The passing score on the National Teacher Examination is derived from the average of the five largest cities in the country using the test. Critics say the score is too low.

The purpose of the alternative hiring system was to put more minority teachers into the public schools. Now, 10 years later, the United States Office for Civil Rights has found that the very system designed to increase minority hiring has created a segregated teaching staff. Mr. Macchiarola said in an interview he wanted to end the alternative method of hiring, largely to comply with an agreement between the Board of Education and the Office for Civil Rights to achieve a racially balanced and distributed teaching staff over the next few years.

This article states that the purpose of using the National Teachers Examination was to try to get more minority teachers into the New York City schools. Dr. Macchiarola states that using this exam has resulted in a double standard for teachers and has allowed illiterate teachers into the public school system.

Are there hidden meanings behind these statements? How is this related to the controversy over using dialects other than standard English dialects in formal situations?

Write a three-paragraph essay* in which you discuss the implications or meanings of Macchiarola's statement and how minority teachers might be affected in the future.

Your INTENTIONS will be to convince the person who reads your essay that your interpretation of Macchiarola's statements are logical. (In your mind, picture a specific person to whom you are directing your argument.)

*Remember, the three paragraphs do not include your INTRODUCTORY paragraph nor your CONCLUDING paragraph - they are extra.

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Other interesting activities which we use with the paraprofessionals in order to help them gain writing competence follow:

(NOTE: The aim of most of the activities is to demonstrate to our students the kinds of activities in which they, as teachers, will engage.)

1. Instructors will present a list of phrases. Paras must answer the questions, "Who?" "What?" "When?" "Where?". Students will put them together to make sentences. Aim: to give students opportunities to use the parts of speech to construct complete sentences.

Sample: at the dance Mary saw John Friday night

in the basement last week were unusually long registration lines

In the school yard at lunch time were playing ball the big boys

was angry yesterday the art teacher at the grade conference

2. Write a letter to your class parents inviting them to tea to discuss class goals for the new school year.
3. Send a check to Group Sales. Enclose a letter confirming the date on which you will bring your class to see the Broadway play, "Annie."
4. Invite class 2-101 to see your class dramatize a story. (Or invite the sophomore class to see your class, if you're in secondary school).
5. Write a letter to your daughter who is away at college and who wants to take an apartment in town with another student (who happens to be male.)
6. Write a lesson plan for a letter-writing lesson for your third-grade class (or sixth grade, or whatever level is best for you).

7. Play a game: Take a simple word such as "go." Build on it by adding something to it to show

   WHO (Who goes
   WHERE (Who goes to what place)
   WHEN (What time does who go where)

   Suggested verbs: play, dance, eat, work, run, write, sing. (Good drill for sentence structure practice.)

8. Instructors type onto a stencil those sentences containing verbs which have been conjugated incorrectly by students. Paraprofessionals work in groups to correct them. Afterwards, they will read the sentences orally and them.

9. Do the same with run-on sentences.

10. Do the same with sentence fragments.

11. Rewrite portions from "Stagger Lee" from Black Folktales by Julius Lester into standard English dialect. Discuss the difference in quality and effectiveness. What are the differences in pattern?

12. Paraprofessionals will write a Halloween story for their class or group. (The instructor should give the paras beginning sentences from which they may choose in order to help them get started.) Include the reminder, Who? Where? When? What could have happened? Use paired proofreading to insure correct form.

    Sample beginning sentences:

    °Just as I turned the corner, I heard a strange noise.
    °I had to take my baby brother to a Halloween party.
    °Strange noises came from the tree outside my window.

13. Paraprofessionals will write a lesson plan for teaching their students how to identify and use parts of speech -

    °One plan for teaching nouns
    °One plan for verbs
    °One plan for adjectives
    °One plan for adverbs

    In all lesson plans, paras will follow the format found on page 11 of this paper.

14. Write a DO NOW drill for putting the proper verb endings which mark: past tense, third person singular present tense.

15. Each para's principal has asked that they make speeches to the parents at the April Parent-Teachers Association meeting on the need for parent-involvement in the school's affairs. They are to write an outline of the speech. The outline must include a thesis statement, sub-topics, and concluding statement.

16. Paras will write a speech addressed to the Parent-Teachers Association on the need for parent-involvement in the school's affairs.

Writings are evaluated by using the criteria listed on our "Evaluation of Writing Assignment" form (Appendix C). As often as possible, the paraprofessionals work in pairs, proofreading each other's work according to the form. At times, classroom instructors grade the paras' writings by completing the rating scale and attaching the evaluation form to the writing. Most times, students are required to rewrite the piece according to the suggestions and comments made by the faculty. Rewriting ensures some attention to the comments and evaluation.

The major problem with this course is time. Language is habit and its use reflects culture. It is unrealistic to believe that students can hold in abeyance a lifetime of habit in order to learn a new one. According to Bowen (1972), we spend over 11,000 hours the first eight years of our lives in learning our first language. We are making attempts to teach adults a new language in 45 semester hours. Realistically, when are these paraprofessionals supposed to have time to practice this new language so that it, too, becomes a habit? In the social contexts of many of them, if they attempt to use the standard oral speech we emphasize in this course, they will be ostracized as 'putting on airs' just because they go to college. Further, after the course is over, who will guide them to continue writing in the forms they learned in the course?

A beautiful, young Black student who was a student teacher during the academic year 1972-1983, has a regional southern dialect with overtones of Black vernacular dialect. In addition, her spelling and writing skills are so poor that when she wrote on the board in her student teaching situation, the elementary school students corrected her as she wrote. When her student-teacher supervisor spoke to her and told her that she could in no way make those types of language errors in the classroom, the young woman asked in dismay, "Why can't I make mistakes in the classroom? ... If I can't make English mistakes in the classroom, which is like learning on the job, when am I supposed to be able to practice standard English? I can't do it at home. I can't do it with the people I know. When am I supposed to have time to learn it?" This is a real problem - time. Language acquisition and facility in usage require time. In the case of adults, more time is needed than with children because children have less native language interference and more easily become bilingual or bi-dialectal.

While linguists, sociolinguists, and psycholinguists may well understand that one's language reflects one's culture and that dialects which reflect that culture have special value, they are also aware that Black English vernacular is a low prestige dialect. When this is coupled with being Black and having no or limited facility with the accepted dialect of the community which controls the lives of most of us,we are faced with a high priority problem: finding ways of helping Black English vernacular dialect users to become facile in the use of standard English. The course described in this paper is a small step toward helping adult school paraprofessionals begin to learn those communication skills which can make them more valuable to inner-city Black students, but it is definitely not enough.

Concerned educators, linguists, and humanists must accept the challenge of this dilemma and must research to find ways of helping Black dialect users to become bi-dialectal. Thus, those who dedicate themselves to excluding groups from participating in society's mainstream will be hard-put to find justification for this exclusion for reasons other than the use of Black English vernacular.

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APPENDIX A

MEDGAR EVERS COLLEGE

HUMANITIES DIVISION Dr. C. Alexander

SPEECH EVALUATION SHEET

Presenter:_____ Evaluator:_____

(Rating scale is 1-5. Rating of 1 is poor; rating of 5 is excellent).

VOICE	RATING & COMMENTS SCALE 1(poor) 5 (excellent)
1. Volume (loud/soft)	
2. Rate (fast/slow)	
3. Pitch (high/low)	
4. Quality (pleasant/not pleasant)	
PRONUNCIATION AND ARTICULATION 1. Sound substitutions (/d/ for /th/, etc).	
COMMENT:	
2. Sound omissions (kep' instead of kept, etc.)	
COMMENT:	
3. Sound intrusions (er, uh, 'nucular' instead of nuclear)	
COMMENT:	
4. Vowel production (Are vowels pronounced correctly?)	
COMMENT:	
5. General clarity and accuracy	
COMMENT:	
BODY COMMUNICATION 1. Posture	
2. Eye contact	
3. Gestures	

SELECTED BEHAVIORAL OBJECTIVES

Given a passage written in the present tense, students will demonstrate ability to transcribe the selection into the simple past tense. All verbs will be written in the correct forms.

Given a passage in which the subjects and verbs do not correspond in form (agree), students will demonstrate ability to correct the forms so that they are in agreement in number (singular and plural) and in person (first, second, third).

Given a writing assignment, students will demonstrate ability to write subjects and verbs so that they agree in number and in person.

Given a passage in which the pronouns and their antecedents do not correspond in form (agree), students will demonstrate ability to correct the forms so that they are in agreement in person, number, and gender (feminine, masculine, neuter).

Given a writing assignment, students will demonstrate ability to write pronouns and their antecedents so that they agree in person, number, and gender.

Given a writing assignment, students will demonstrate ability to write the pronouns I, we, he, she, they, who in the proper forms (subjective, possesive, objective).

Given written statements containing incorrect forms of the pronouns I, we, he, she, they, who - students will demonstrate ability to correct these forms according to each case in each statement.

Students will identify subjects and predicates of simple sentences.

Students will identify basic sentence parts.

Given written sentences, students will identify five sentence parts - nouns, verbs, adjectives, adverbs, and pronouns.

Given a written passage, students will identify sentence fragments.

Given a writing assignment, students will avoid use of sentence fragments.

Given a written passage, students will identify run-on sentences and comma splices.

Given a writing assignment, students will avoid use of run-on sentences and comma splices.

Given various written letters, students will demonstrate ability to edit them and to identify errors in form, organization, content, grammar, and mechanics.

MEDGAR EVERS COLLEGE

ENGL 015 Dr. C. Alexander

EVALUATION OF WRITING ASSIGNMENT

	Rating And Comment
1. IDEAS	
1.1 Clarity	
1.2 Understanding of assignment	
2. ORGANIZATION	
2.1 Format (when applicable)	
2.2 Coherence of presentation	
2.3 Introductory paragraph	
2.4 Thesis statement	
2.5 Paragraph development	
2.6 Concluding paragraph	
3. SENTENCE STRUCTURE	
3.1 Run-on sentences	
3.2 Sentence fragments	
4. DICTION	
4.1 Exact wording	
4.2 Wordiness	
5. USAGE, STRUCTURE	
5.1 Subject-verb agreement	
5.2 Pronoun usage	
6. MECHANICS	
6.1 Capitals	
6.2 Handwriting	
6.3 Spelling	
6.4 Punctuation	

Rating Scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent

Date_____ Student_____

Evaluator_____